

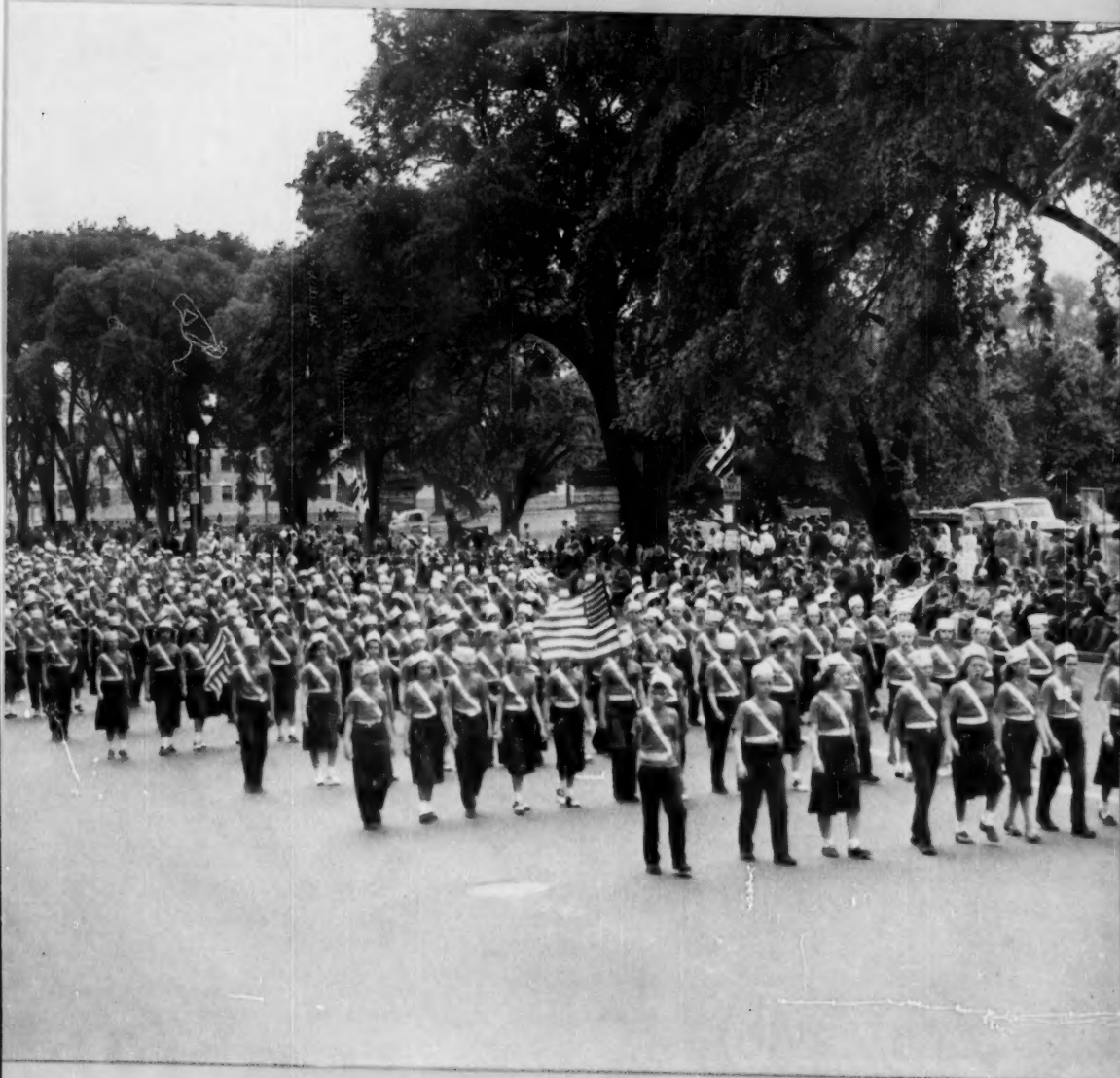
SAFETY

MAY 1955

Two Sections - Section One

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



PATROLS ON PARADE
See page 2

EDITOR'S NOTEBOOK . . .

It's automatic with all of us. We end one school year already thinking, "Next year I'm going to do such and such." As: "I'm going to make safety an integral part of every course I teach." "I'm going to organize a well-rounded student safety organization in our school." Or, "I'm going to try to find a new way to gain cooperation of all students for our school patrols, from first day on."

This issue of **SAFETY EDUCATION** is intended to help you carry out these plans for the year ahead, whatever they may be. We do talk of summer this month . . . of the National School Safety Patrol Parade in Washington on May 7 and of vacation-time hazards and how to anticipate and avoid them. But we focus even more on the new school year, on suggestions for the "how" of the plans you are making now to teach safety in 1955-56 . . . whether on first day, in initial weeks, or around the school calendar.

Are we, like yourself, making plans for next year? We are. Just as yourself, as we finish this school year the staff murmurs, "Next year, let's do so and so." And goes to work. So you need not wonder what, generally, **SAFETY EDUCATION** will offer its readers in the year ahead. We can already give you many of the specific answers.

For example, we now have in preparation or projected for next year:

▶ A series of nine articles, each one related to the subject matter of the lesson units and posters for the month in which it appears, each one intended to give the teacher added assistance for his or her classroom work in safety education.

▶ The story of how one mother, through the PTA, has sponsored use of make-up instead of masks for Halloween safety for youngsters in Seattle . . . with full how-to-do-it information for the parents and teachers in your school.

▶ The complete description of the junior fire department program in Los Angeles and how it operates to promote safety in elementary schools as well as in the homes of these young people.

▶ The fact-by-fact story of how a student safety club has been organized and operates by and for teen-agers in one large Chicago high school.

▶ One data sheet on safety education in the high school print shop; several on additional facets of school bus safety; still others on added areas of education for safe living.

▶ Continuation of our regular forums-in-print.

There's more, much more . . . all to be developed for your readership and application month by month in the school year ahead. Meanwhile, we hope yours is a safe and most satisfactory summer . . . and that, as a consequence, you return to school next fall relaxed and ready for a year of greater adventures, *in and for safety!*

Alice M. Robison

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Contents of SAFETY EDUCATION are regularly listed in "Education Index."

S A F E T Y

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIV No. 9 Section One

Alice M. Robison, Editor
 Beverly Thompson, Associate Editor
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CONTENTS for MAY, 1955

Here Comes Your Parade —W. E. Morris	2
Elementary Lesson Units 1955-56 —Leslie and Reland Silvernale	6
Secondary Lesson Units 1955-56 —Dr. Vincent McGuire	8
Meeting Summer Hazards —Homer Allen	10
Avoid Ice Box Deaths This Summer	13
Penney's for Safety	14
They Stump the Experts —E. R. Abramowski	18
They're Training Drivotrainer Teachers Now	21
'55 Congress	23
1955 Index to Courses Ready	26
Bulletins—Rallies and Recognition	36
Letter-to-the-editor	40

Departments

Views and Reviews	24
Lesson Units	27



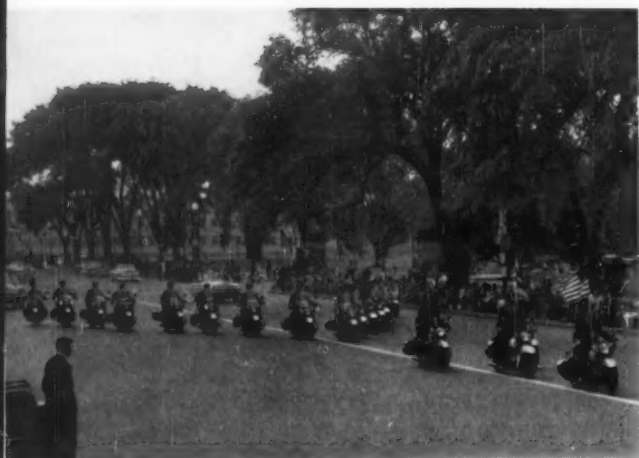
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More than 25,000 junior citizens in Sam Browne belts will march down Constitution Avenue in Washington, D. C., this month . . . representing and honoring the safety patrol on your school corner. May 7 the nation's capitol turns out for the annual National School Safety Patrol Parade.

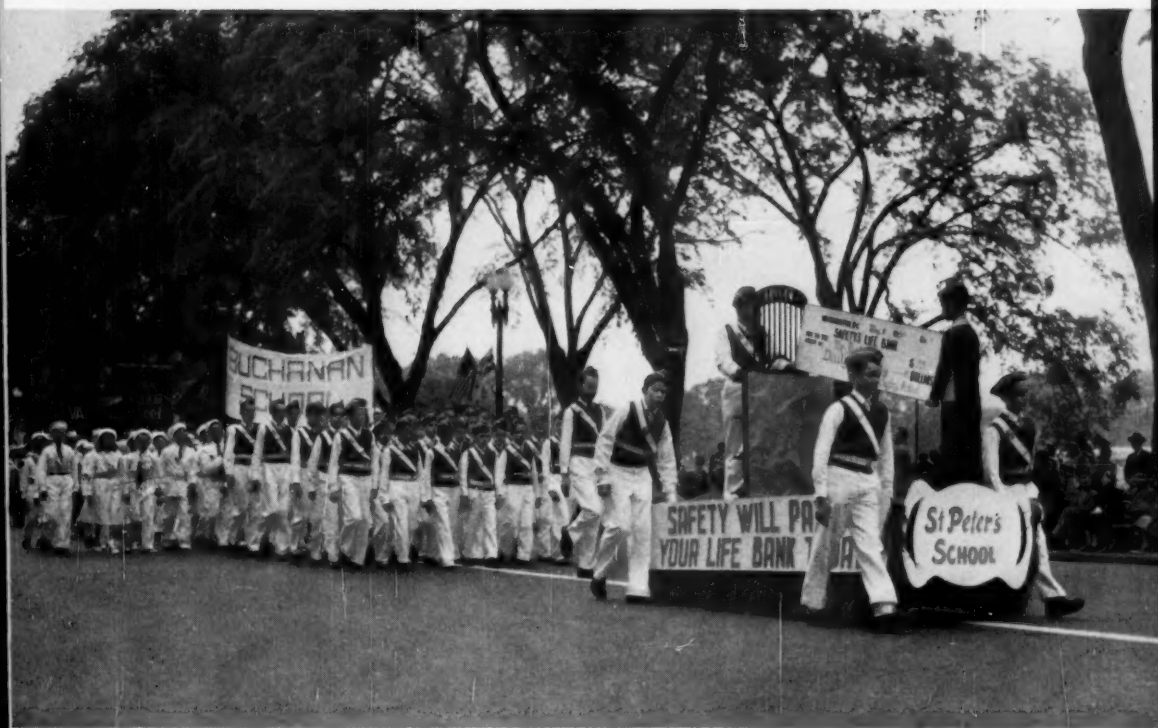


Here



Pictures directly above and below: Colorful floats constructed by the children themselves illustrate the "safety patrol around the world." Left: A cordon of capital police escort the grand marshal of the parade.





Comes *Your* Parade!

by **W. E. Morris**
*American Automobile Association
 School Safety Patrol Program*

"THERE are many thrilling things that happen in Washington, the nerve center of the world. But the other day I saw something that gave me one of the greatest and most genuine thrills in my 14 years in Washington. It was a satisfying reassurance of the future of America—as reassuring as anything I have ever witnessed in or out of Washington. It wasn't an official ceremony. It wasn't a mighty display of armed might."

No, none of the events that are quite common in the daily life of our nation's capital happened to be the attraction to which U. S.

Senator Margaret Chase Smith referred in her article, "Washington and You." The occasion was the annual National School Safety Patrol Parade.

The parade, of 25,000 or more junior citizens dedicated to saving lives, has boys and girls in the line of march from all parts of the country. In official capital police records, the parade is listed as having the largest number of participants of any procession staged in Washington, D. C.

Banners flying, bands playing, the National School Safety Patrol Parade will march down Constitution Avenue this year on May 7. The colorful spectacle will be the highpoint of a two-day assembly that will bring together representatives of the more than 550,000 members



Here Comes Your Parade! (Continued from page 3)

of the school safety patrol in all parts of the U. S. Silent partners, but with the marchers in spirit, will be more than 35,000 school safety patrol boys and girls in foreign lands.

Led by Chief Robert V. Murray of the D. C. Metropolitan Police Department—one of the sponsoring groups—and starring the United States Army Band, the parade will feature scores of bands, drum and bugle corps, high stepping majorettes, and drill teams. It will be a gay, colorful affair, but with a sobering theme. For colorful, child-constructed floats and thought-provoking slogans will urge pedestrians and motorists alike to stop killing themselves in needless accidents.

To give you an idea of the size of the annual spectacle, 1954 viewers saw 30,000 marchers pass in review for more than four and one-half hours. The sight of the row after row of white-belted youngsters is one that will be long remembered by the 50,000 spectators police officials estimate lined the curb along the route. One youngster flew 2,322 miles to represent the city of Phoenix, Arizona. Four thousand boys and girls traveled some 700 miles by train as the delegation from Georgia. With boys and girls from 20 states on hand, the Mall area between Capitol Hill and the Washington Monument grounds looked like a Gargantuan bus yard.

The first parade in 1932 had approximately 5,000 marchers in line. Last year the enthus-

iasm of local communities raised nearly half a million dollars to send a parade delegation six times as large—proof of the pride hometowns have in the work of their patrol youngsters. Everyone is looking forward to the 1955 celebration, and Washington, D. C. will be ready for the flood of youngsters expected on May 6 and 7.

Many of these boys and girls have faced real danger as part of their daily routine. Some may have risked their lives to rescue a schoolmate from the path of an oncoming automobile or train. Last year President Eisenhower greeted eight such youngsters at the White House and presented to them Lifesaver Medals awarded by the AAA for heroic action while on patrol duty. All the awards had been approved previously by a board of judges selected from education and police officials, parent-teacher groups and traffic experts.

Hand in hand with U. S. school safety patrol members, youngsters in 20 foreign countries have been organized into "scholar patrols." Backed by school, police and automobile club officials, these youngsters also seek to reduce traffic accidents to fellow children on their way to school.

From the northern lands of Finland, Sweden, and Norway to communities in far-away South Africa, boys and girls wearing the white Sam Browne belt stand ready at their posts of duty. "Down under" in Australia and New Zealand,

and in Japan, Hawaii, Europe, South America, and the Caribbean, school safety patrols are active. All in all, about 35,000 youngsters in foreign lands have membership in this activity started some 30 years ago in our own country. It is planned that a special feature recognizing current patrol problems in these other lands will be part of the 1955 national parade.

If your state or city is not going to be represented in the D. C. gathering this month, schools, police, auto clubs, safety councils or other community organizations can sponsor simultaneous local hometown celebrations. And the boys and girls in your community will appreciate knowing that their contribution of free time throughout the school year is recognized by parents and citizens as a valuable service to safety in their own town.

Patrol programs have not only saved the lives of children. Organization of the patrol has given its youthful members a sense of responsibility that will stay with them the rest of their lives. In short, patrol programs breed responsible leaders of the future. On May 7, whether you witness the national or a local school safety patrol celebration, fathers and mothers of these youngsters—and particularly teacher-sponsors—can swell with pride. Americans have the highest respect for these future leaders who today wear the shiny badges and gleaming white Sam Browne belts of the school safety patrol!

Patrol boys and girls who won AAA Gold Lifesaver Medals are shown with President Eisenhower, who presented them at a special White House ceremony in May, 1954.



President Eisenhower presents William F. Gurney, West Palm Beach, Florida, with a AAA Lifesaver Medal. Bill raced into the path of a speeding train to rescue two schoolmates.





September: S-0500-A
GOING TO SCHOOL SAFELY



October: S-0502-A
FIRE PREVENTION



November: S-0504-A
SAFETY AT SCHOOL



December: S-0506-A
SAFE CHRISTMAS HOLIDAYS



May: S-0516-A
SAFE SUMMER VACATIONS

Order Your 1955-56 Elementary Lessons Now

by **Leslie R. Silvernale** and **Reland Silvernale**
Associate Prof. Elementary School
Continuing Education Service Teacher
Michigan State College

Co-authors, *Elementary Lesson Units*, National Safety Council

BBROAD principles which have won general acceptance by elementary school teachers all over the United States are the basis of the 1955-56 series of safety lessons published by the National Safety Council for elementary school students.

The lessons cover, month by month, the seasonal hazards encountered by children as well as the dangerous situations which exist all year round in their home or school environments.

Some of the fundamental principles included in the series of safety lessons for the next school year are:

► Safety instruction on the elementary school level should be considered as an integral part of the school's citizenship-building program. The children should be encouraged to help solve some of their real life problems and to learn by doing. The 1955-56 units may be used as a springboard for many varied and worthwhile group activities, which help pupils acquire proper attitudes.

► Safety education should be integrated with

other subjects. The 1955-56 lesson units are designed to be coordinated with subjects the children are already studying.

► The content of the safety education program should be based upon the type of hazards faced by elementary school children. Careful consideration has been given to pupil accident reports in the development of the material for the units.

The material has also been organized on a seasonal basis so that the units are presented when certain accidents are most likely to occur.

► In general, the safety program should have a positive approach. *What to do* rather than what *not to do* is stressed wherever practicable in the 1955-56 units.

The elementary school safety units are presented in the form of interesting pupil work sheets, as in the past. Those for the lower elementary grades (grades one, two and three) are based on a second grade reading vocabulary. The units for the upper elementary grades (grades four, five, and six) are based upon a fourth grade reading vocabulary.



January: S-0508-A
COLD WEATHER SAFETY



February: S-0510-A
HOME SAFETY



March: S-0512-A
SAFE WHEELING



April: S-0514-A
SAFE PLAY ACTIVITIES

Suggested activities to be carried out by individual children, committees, the class, and even the whole school are presented in a section entitled "Some Things to Do," which is included in addition to the work sheet material.

Subject matter of the unit explores safety problems at the time of the year when they are most likely to occur and are listed below, month by month.

Going to and from school safely is the theme for September. The units cover the hazards faced by children who walk to school and by those who ride in a school bus.

In October, fire prevention is the theme. Pupils learn how they can help prevent fires by safe use of matches and fire and by proper cleanup precautions.

Safety at school is the theme for November. Safety precautions within the school building and on the school grounds are covered.

The December lesson centers on safe practices for the Christmas holidays. Christmas decorations, the Christmas tree, safe use of toys, and shopping hazards all receive attention.

In January, winter outdoor play and cold weather safety receive attention. Since the American people are so mobile there is need for this instruction even among children who are currently living in sections of the country that are free from ice and snow.

Safety at home is covered in February. The problem of brothers and sisters taking care of baby is a growing one with many hazards connected; this subject is included in the unit.

March lessons teach the safe use of bicycles, roller skates, scooters, wagons, and other wheel toys used out of doors.

In April the theme is safe places for outdoor play plus safe play activities. Safe play on the playground will be emphasized.

Avoidance of summer vacation hazards is stressed in May. Safety while swimming, boating, hiking and camping as well as general hot weather precautions are presented.

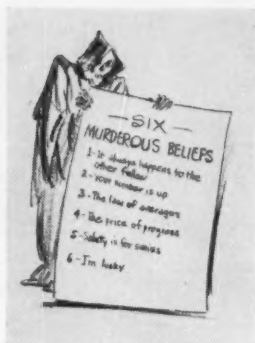
Colorful, eye-catching posters demonstrating the theme for the month are produced to be used with the lesson units. Posters are 8½" by 11½" in size, suitable for classroom or hall bulletin board display. The pictures above are miniatures of the posters for next year, in "rough" drawing stage.

Nevertheless they show accurately the picture-theme for each month, indicate how each one will portray children in a safe or unsafe situation. Notice also that "Watchy" . . . the safety monkey who proved popular in the elementary safety series this past year . . . remains a part of the poster series in the year ahead, although appearing in a minor position.

Orders for National Safety Council elementary safety lessons should be placed now. September and October materials will be printed early this summer, shipped to schools before Labor Day. Following units and posters will arrive at regular intervals thereafter, always in ample time for you to fit this material into your daily and monthly lesson schedule.

Are these materials expensive? Not at all. Units are six cents each for one to nine copies, two cents each in quantities of 10 to 99, cost even less in larger quantities. On this basis you can supply a school room of 30 students with lesson units for one month for only 60 cents; safety lessons for these students for the entire school year will cost only \$5.40. Posters are similarly low in cost.

To order your NSC safety lessons for next year, write now to the School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois.



September: 0501-A
GENERAL ACCIDENT



October: 0503-A
FIRE



November: 0505-A
FIREARMS



December: 0507-A
HOLIDAY SAFETY



January: 0509-A
GROUP SAFETY WORK



February: 0511-A
RAILROAD CROSSINGS



March: 0513-A
PART-TIME WORK



April: 0515-A
TEEN-AGE DRIVING



May: 0517-A
SUMMER SAFETY

Here Are Your 1955-56 Secondary Lesson Units

by **Dr. Vincent McGuire**
Associate Professor, College of Education
University of Florida
Author, NSC Secondary Lesson Units

Next year NSC secondary safety lessons will provide tools for student solution to the Nation's accident problem; discussion techniques and small group work will be stressed.

THROUGHOUT the educational history of our country, good health and safety have been recognized as a major goal of public school education.

For example, as early as 1918, the Commission on the Reorganization of Secondary Education listed "Good Health" as one of the seven cardinal principles of secondary education. In 1933, the Report of the Committee of Ten on Socio-economic Goals of America included "Physical Security" as one of the major goals of education.

Since then, the Educational Policies Commission, as well as two other well-respected committees of educators have reiterated that education is important in instilling in individuals a feeling of responsibility about their own health and the health of others in their community.

Today, increasing emphasis is being placed on teaching students about safety. How important that increasing emphasis is is shown by 1954's startling statistics—more than 90,000 deaths and nine million people injured last year in needless accidents.

The National Safety Council has been working for many years to reduce the toll of accidental deaths. One of its major programs is carried on in the schools; an important facet of that program is the monthly safety unit for use in the schools.

Good teachers readily agree that no subject has any value "in itself." In other words, such subjects as English, social studies, mathematics, science, and others are valuable only as *tools* to solve life's problems. The National Safety Council secondary lesson units for 1955-56 will provide opportunities for students to use the "tools" of the public school curricula to help solve one of the nation's most pressing problems—accident prevention.

The nine units for the next school year will contain examples that bridge the gap between the experiential background of the students and new material to be learned. Attention will be given to discussion techniques and small group work. Ample provision will be made for creative activities and individual differences. Suggestions for community projects, assembly programs, and homeroom programs will be incorporated.

While the junior and senior high school units

will cover the same topics, they will each be distinct units in that they will be based on the abilities, interests, and needs of students in those age groups. Next year these topics will center on:

September—The General Accident Problem
October—Fire
November—Firearms
December—Holiday Safety
January—Group Work for Safety
February—Railroad Crossings
March—Part-time Work
April—Teen-Age Driving
May—Summer Safety

Illustrated posters suitable for classroom or hall display and emphasizing the theme of each unit will be provided. Posters, 8½" x 11½" overall, are an attractive and valuable supplement to the lesson units.

Orders for lesson units and posters for the school year ahead can—and should be placed now. September and October materials will be shipped to schools before Labor Day. Following units and posters will arrive at regular intervals thereafter, always in ample time for you to fit this material into your daily and monthly lesson schedule.

To order NSC lesson units, write to the School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. The units are six cents each for one to nine copies, lower prices for larger quantities.●

"Idea session" for 1955 elementary and secondary lessons and posters included (l to r): Marian Telford, school and college div.; Bill Englander, secretary, NSC poster committee; Hazel Beman, editorial div.; Alice Robison, editor; Vincent McGuire, author, secondary units; Wayne Hughes, director, school and college div.; Russ Brown, school and college; Leslie Silvernale, author, elementary lessons; and Vivian Weedon, school and college.



Now is the time to prepare for those hazards every child

meets in the summer . . . by teaching him how to play safely

. . . and preparing to meet new hazards yourself.

More playgrounds often provide a life-saving way of . . .

Meeting Summer Hazards



says Homer Allen

*Associate Professor, Physical Education
Purdue University*

ABOUT the time of the year when little Johnnie and Elsie start staying outside all day, a wise mother knows that her worries concerning the safety of her youngsters are going to increase! For it is in the summer that the boundless pep of children, held in leash during the long school months, bursts into action.

The bicycle must be oiled and cleaned; the roller skate key must be found; the old fishing pole is retrieved; and, oh yes, how about a

game of marbles or baseball? The "roaming" season is here—and it's a season of hazards. Of course, the ordinary hazards of play have never left us, even in the winter, but our immediate task—and the task of our PTA—is to try to prevent common summer accidents while still promoting the fun which is the birthright of every child.

Children easily forget accidents which have happened in the past. In their fresh enthusiasm for new activities, thoughts of past tragedies enter their minds only briefly, if at all. But teachers and parents can never forget, nor mini-

mize, the importance of taking every precaution to protect their loved ones, and others, from accidents and injury.

Adults should know about past accident records so that they may warn children of the hazards, and so that while driving about the community, they can be more alert to the probabilities of injuring children themselves. Take a glance at the police accident records of your locality. Obviously, not all of the accidents on record were to children, nor were they all summer accidents. Yet most of them are applicable to summertime, and many of them occurred during the first enthusiasm for new activities.

When we read that someone is killed or injured because he did not cross a street at the regular crossing area, we can't help but realize the danger of such a practice. But to read that in some communities persons were even killed or injured while using the regular crossing *because they tried to cross against the traffic light*, makes one wonder what they were thinking of at the time. Surely, not of safety!

Some years ago in New York City it was interesting to note that while few children were killed playing in roadways (although many were injured), many more were killed and injured by running off sidewalks into roadways. A logical solution for drivers now, as then: slow down, sound horn, and drive slowly past children even when they're playing on the sidewalk. Regardless of the driver's caution, children's movements are so unpredictable that this type of accident is one of the most difficult to prevent. Children should be warned against

playing running and chasing games on the sidewalk.

Stealing rides is another constant source of accidents. One-man trolley cars and buses are very inviting to children. Another temptation is the truck with the open tail board. The adventurous spirit in any youngster will tempt him to steal a ride. We must take all possible precautions to prevent him from indulging this whim.

Bicycle riding is increasing in every area of the country. Many children have been injured or killed not just because they rode bicycles, but *because they rode them carelessly*. Why were they careless? We don't know, but from facts available in areas where bicycle safety has been stressed, we assume that most had never been correctly taught how to ride a bike.

Since bicycle riders must observe the same traffic rules as the drivers of any other vehicle, is it not reasonable to assume that the beginning rider should receive competent instruction in riding and in the traffic rules? Such practices as riding with only one hand or no hands on the handle grips, carrying a passenger on the handle bars, riding on the sidewalk or in the middle of the street are natural results of receiving no, or poor, instruction.

Continued, column 2, page 12

Situations like the one pictured at left, with children playing in the street because there is no place else to play, point up the need for more playgrounds, says Homer Allen. Now, with summer coming, it is only fair to children that we provide them with safe places to play, he maintains.



PASS THIS ALONG TO THE PTA

This reminder of fundamental safety rules for vacation months is intended to be passed along to your PTA president. Injected into a spring meeting of that group, Mr. Allen's remarks can alert parents once more to the special hazards of summer, increase the probability that these men and women will evidence as much interest in safety as you do. Certainly parent cooperation and support can help much to reduce accidents to youngsters on vacation, as well as to create safe new play areas if your neighborhood needs them.



HOW NOT TO DRIVE THIS SUMMER is demonstrated in the three pictures above, posed by Jack Horner, NSC public information department, and his family. Directly above: Children should stay in the back seat and be taught to keep hands off car fixtures.



Poor Dad! He's having a hard time controlling his fighting youngsters, and driving too. Meanwhile he's a real hazard on the road! Children should be taught to sit quietly in the back seat while daddy is driving. And Dad should tend to the wheel.

TELL YOUR STUDENTS . . .

For several years now, more than 6,000 persons have died by drowning each year. But going swimming is a refreshing and healthful sport—and a sport that is even more fun when it is indulged in safely.

There are hazards to swimming as there are to any sport, but children (and adults too!) can learn the hazards and then go about their fun with increased self-confidence.

Natural hazards in swimming are simple: watch out for obstructions in the water, drop-offs, quicksand and large rocks. Make sure the water is at least eight feet deep if there is going to be any diving done, and also that the diving board is well-constructed and securely fastened to its base. Know your capacity and don't swim out too far, and be sure there are people around who will know you are in the water.

Swimming in the dark is unwise and against all rules of safety, as well as swimming when there is no lifeguard near. And if anyone does get in trouble, estimate your ability before you go after him, call for help and, if possible, hold something for him to grasp so that he may be pulled in.

If you yourself get into trouble, keep calm, keep your hands and arms under water, and save your breath by not crying out more than necessary. Try to avoid lashing around—it will tire you out. And, by *all* means, cooperate with rescuers.

Knowing these few simple rules, you can swim safely and with enjoyment. **HAPPY SWIMMING!**

Meeting Summer Hazards

continued . . .

Roller skating, one of the most popular summertime sports in the country, is reasonably safe if skaters remain on sidewalks or in playground areas marked off for the activity. Yet youngsters are killed or injured each year because they are roller skating in a roadway.

Sometimes we can't blame children for using the roadway. In many places there are no sidewalks, or the sidewalks are so rough that it is impossible to skate on them with any pleasure. Sometimes the playground is just too far away from home. If the roadway is the only place where a child can skate, the parent has little choice but to keep the child off skates until a safer place is found. In all fairness to children in such areas, public officials should provide suitable places for them to rollerskate.

More playgrounds are also needed in parts of the city where there are no play areas but the street. Mere figures about deaths and injuries to children playing in the street leave out the hundreds of narrow escapes, the nervous shock to thousands of drivers; the reluctance of more thousands of parents to allow their children to play outdoors because the only place to play is the street.

Many authorities are doing a fine piece of work in promoting playground areas. But it is a slow task. And until it is completed, we must emphasize more, to both children and adults, those fundamental safety rules which can help to decrease the appalling death and accident toll in your community●



"O-o-o-ah! Look at that beautiful garden!" Wife points, driver takes his eyes off the road, loses control of the car—you know the rest. And it's so easy to avoid, if you'll enjoy the scenery yourself, let the driver concentrate on the wheel.

Avoid Ice Box Deaths this Summer

These helpful materials will help your PTA duplicate last year's successful campaign

HOW many children will suffocate this summer while playing in discarded ice boxes? How many youngsters will feel the panic-stricken terror of the dark, airless box when shut in by their playmates in the course of some innocent games?

None in your community, we hope. Your PTA can help make sure of it this spring by conducting a strenuous campaign to eliminate the danger of discarded ice boxes, refrigerators, freezers and other airtight cabinets.

Last year, the campaign in the schools against this perennial summertime hazard was so successful that the National Safety Council has once again joined with the Household Refrigerator and Farm & Home Freezer Sections of the National Electrical Manufacturers' Association to continue and enlarge the campaign in 1955.

A nationwide, intensive education program will be conducted during the entire month of May. This year it will be a community-wide

campaign—local PTA groups, schools, local safety councils, Boy and Girl Scouts, county agents and community health departments.

Material for the campaign, this year as last, includes an educational data sheet outlining the problem, giving citizens a plan of action to combat the menace, and telling how to make discarded cabinets harmless by removing doors and latches.

A new illustrated poster further emphasizing the subject is included. Both will be supplied in reasonable quantities without cost.

Urge your PTA president to order this material and plan a campaign of her own. If you have no PTA at your school, or if you wish to cooperate with your PTA as fully as possible, order material for yourself too.

Send your order to Wayne P. Hughes, School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois ●





Penney's For Safety

Do you think it out of season to discuss back-to-school safety at this time? It isn't. Now and during the summer months is when you make plans for teaching safety to young people next September. And a local store may provide you with major assistance. For Penney's for safety, too!

Alice M. Robison

SCHOOL'S almost out . . . a glance at the youngsters in your classroom makes the fact apparent. Obviously, they're already day-dreaming about the special delights of vacation days ahead. For them, next September is far, far away.

Not so, for you. As a teacher or school administrator, you know that September is not far away at all . . . and that there are important preparations to make now if the school building and curriculum are both to be ready for a new crop of scrubbed and shiny faces just a short four months hence.

One matter that demands attention now is September's first lesson in back-to-school safety. How early and how effectively you teach this lesson depends on the planning you do now, the programs you work out this summer. But you need not make your plans alone. For stores

Right: Re-enacting the Safety Twins poster are these winners of the Stop and Go Safety Contest in Santa Monica, California.

Below: "Safety Twins" in Springfield, Mass., hand out safety booklets to children attending a movie party at Penney's guests.



Below: In Oklahoma City, young customers (even pre-schoolers, right!) crowd around to sign up for the safety contest and get their buttons and essay contest form.



across the nation are also working on back-to-school campaigns at the moment. And the J. C. Penney Co.—one of America's biggest merchandising organizations, with 1644 local stores from coast to coast—is making ready now to feature safety along with new shoes next August.

This will not be the first time Penney has backed up your safety education efforts. It was several years ago that Penney store managers were first advised by the organization's top executives: "Go all out for child safety."

Before any safety education effort could be made by local stores, a unified, national format had to be worked out. And Penney wanted to be sure these materials were based on sound safety education principles. So they came to the National Safety Council. Here they received technical assistance from, among others, spe-

cialists in the school and college division. Then they went to work.

Some of the results of that work you have already seen, perhaps put to use in your own classroom. First they developed two central characters for their program: "Stop and Go, the Safety Twins." The twins were popularized and made nationally famous by every conceivable medium . . . car cards, outdoor ads, safety badges, window and counter displays in stores . . . plus a motion picture film and posters featuring the safe habits of the elementary-school age "twins."

From there on local store managers took over. But they did not proceed "on their own." Instead, in each city or town they worked out their sales program for safety in advance—always in close cooperation with public and parochial school educators, civic officials, motor

clubs and other safety-minded associations, often with a committee including representatives of all these groups.

Posters were distributed free to schools through the local stores; the national Penney organization announced that the film would be loaned to schools for showing without charge. In addition local managers made up movie parties to show the film city-wide before school opened. They also sponsored parades, rallies, distribution of safety comic books, questionnaires, and safety theme contests . . . all intended to "get the kids into the act."

It would be impossible to tell the complete story on these pages. But following are typical campaigns in communities last summer . . . campaigns which may well be duplicated in your own city before school opens this fall:



J. C. Cox, Asst. Supt. of Pontiac, Mich. schools, (at desk) looks over Penney safety material with (l. to r.) B. R. Eastridge, local Penney manager; Clyde Haskill, chairman, safety committee, Pontiac Chamber of Commerce; and Lt. Koren of the police department.

Oklahoma City: Youngsters paraded to a back-to-school movie party. Decked out with safety signs and banners, they rated a police escort as they marched through town. The three local stores handed out entry blanks for a safety theme contest as well, awarded prizes for the best 25 words completing the paragraph beginning: "I believe Oklahoma City can be made a safer city by . . ."

Santa Monica, California: School boys and girls from 10 to 14 in this city vied for the title of "Safety Twins." The winning boy and girl brought the "Stop and Go" posters to life, posing in situations used for the posters to show pedestrian safety, playground safety, bicycle safety and the like.

Car cards on municipal buses called attention to the program. A local theater featured the "Stop and Go" film on its daily schedule, with officers of the police safety division addressing

the audience to further emphasize the theme.

Springfield, Massachusetts: Some 3700 school children turned out for a back-to-school movie party, despite the threat of rain. A magician named "Mr. Safety" conjured up pointed warnings of walking and playing that registered with his school-age audience. Following the film, the Air Force demonstrated USAF safety equipment and rescue techniques.

Minneapolis: Every elementary school room featured the "Stop and Go" posters and safety comic books. The largest bank in the Northwestern area devoted one of its windows for an entire week to the booklets and posters. School patrol, church groups and local safety organizations all used the child safety materials.

Fresno, California: Close to 700 elementary school teachers attended a summer safety workshop to hear about Penney's school safety program. Afterwards they distributed more than 20,000 of the comic books, tacked up the posters in every city and rural elementary school.

Yakima, Washington: In this city the safety council, school officials, PTA and the local chamber of commerce teamed up for a city-wide effort built around the Penney program. Police and businessmen helped the safety council distribute "Stop and Go" comic books to every public and parochial school in the country.

Denver: School officials, police, radio and TV stations, the *Denver Post*, and business and civic groups gave all-out support to the program. Police officers delivered safety posters to 74 elementary schools and showed the feature film at student assemblies. The mayor officially proclaimed September 12-18 as "Child Safety Week."

Pontiac, Michigan: The "Stop and Go" film was shown to more than 20,000 elementary school students. Each child received a safety comic book. Police handed out posters and comic books and gave short talks to all students in grades one through six.

Charleston, West Virginia: The local school board gave the Penney program complete support . . . each of the 1,500 county school teachers got a copy of the comic book and every school took one or more sets of the posters. All teachers were briefed on the campaign. The film was shown in each school in the county—an audience of more than 40,000 students. The local TV station ran the film as well.

Omaha: "Stop and Go" posters and comic books were distributed in 165 schools by the city safety council. The school safety division of the city police department made the film a

permanent fixture of its library. And a representative of the Omaha Safety Council wrote the local Penney manager: "If more companies exhibited the interest and initiative shown by the J. C. Penney Company, the job of teaching safety to children would be much easier."

Enid, Oklahoma: The chief of police, the local safety council, the commanding officer of nearby Vance Air Force Base all cooperated. The mayor proclaimed Safety Week, which was kicked off with a giant parade. About 1000 youngsters attended the movie party after the parade. Comic books were distributed in every elementary school in the city and the county.

Phoenix: Penney's program included five showings of the "Stop and Go" film on two local TV stations. There was also a tie-in with the "Officer Jack Ashley" TV show, which specializes in safety for the younger set. The city safety council helped distribute the posters and comic books to all elementary schools in Maricopa County. Afterwards, all school authorities asked for the "Stop and Go" materials, delivery to be effective after the materials had served their purpose in Penney store windows and other displays.

This was last year. What about this year? Briefly, the Penney program should be equally if not even more helpful to your efforts for safety education. A new film has been completed. A new series of posters has been designed in cooperation with the National Safety Council. A new "Stop and Go" safety game has been developed. The program will open in August in most Penney stores and local managers are even now planning on new ways to merchandise the most important commodity in America . . . the safety of our children.

School people often see places where local businessmen might provide assistance with their program of safety education, wish they might interest "outside agencies" in such campaigns. The Penney Company hasn't waited to be asked, offers you active help with safety education right now. It is help carefully worked out in advance to be in keeping with the principles of good safety education. It is help timed to teach safety to youngsters *before* they start back to school. And it is help which not only informs boys and girls of their responsibility for their own safety, but also reminds adults . . . parents and the entire community . . . of the need to look out for youngsters as they travel to and from school. If your community has a Penney store, find out soon about their back-to-school campaign. Their plans may add community impact to your own first lesson in safety next September●

SECONDARY SUGGESTIONS

Does your high school student safety council need new ideas? Here are some projects your young people can put in work this season or in the next school year:

► **Safety Surveys:** of playground facilities of the community; of fire protection facilities in local amusement centers; of student accidents . . . on school premises and away from them; of pupil accidents for the past three years; of traffic conditions at intersections; of pedestrian violations, home accident hazards, fire hazards.

► **School Assemblies:** on summer safety now . . . to prepare fellow students for the special hazards just ahead. On other seasonal hazards throughout the school year beginning next September.

► **Programs for the Public:** Many organizations in your community are on the alert for good program features. The student safety organization can increase pride in its school and build interest in safety by providing speakers, or even entire programs, to meet the needs of such groups. The speech or English department can assist in preparing the students to speak on home, child or farm safety, or on fire prevention, for example.

Other programs might be built around: pageants showing the growth of the local safety movement, dramatized safety lessons and plays, safety motion pictures, special farm safety programs, or radio programs.

► **Excursions:** (this is the season when this activity will prove most popular with your young people). They might: visit an industrial plant to witness safety on the job, compare it to safety in their school shops; visit a traffic court; examine the fire-fighting equipment at the local firehouse, look over the special exits and other precautions against accident in local amusement centers.

► **Exhibits:** Interesting to construct, these can provide one of the most effective ways for presenting safety ideas to the entire school body . . . or the community.

Want more details on these or other safety projects your secondary students might carry out this spring or next school year? Write for "Make Safety Their Responsibility, Too . . . #1 through 5." These five articles were prepared for and appeared originally in separate issues of SAFETY EDUCATION published during the current school year. They have been reprinted under a single title and are available to you . . . providing 16 pages of specific information on how to establish a student safety organization in your high school . . . and keep it effective through all the months ahead!

Should a school patrol step off the curb
if his visibility is obscured?

What can we do about the adult
who pays no heed to the patrol?

What is our responsibility to children
of private schools at our crossing?

What can we do about high school
boys and girls who disregard us?

Must I wait for stragglers?

How old must one be to ride a
bicycle in the street?

Can bicycles be ridden in both directions
on one-way streets?

Why must I have permission from my
parents to ride my bike to school?

What size bicycle is permitted
on the sidewalk?

On what side of the street should students
walk when there are no sidewalks?

Why can't we ride our bikes on that
same side of the road?

What should I do about children who hang
around the corner and bother me
instead of going on?

Should I report children throwing snowballs?

Are we to report children sledding in the street?

What should the patrol boy or girl do
when the intersection is flooded?

What shall we do about the parents who drive
onto the school grounds to pick up
their children on rainy days?

They Stump The Experts



Here is a program which grew out of an attempt to reinforce information about and respect for school patrol responsibilities. You may want to begin a similar program in your city next September . . . and carry its effects forward throughout the school year.

by **E. R. Abramowski**

Co-ordinator

*Safety and Elementary Physical Education
Erie, Pa., Schools*

EACH September, most school people, and especially those in charge of school safety patrols, are presented with a similar problem.

The problem: How can we help our school patrol be effective from the first day forward? How can we make sure these youthful volunteers know their duties as well as their limitations, are thus better prepared to help keep other children safe on the way to and from school? Moreover, how can we instill respect for the patrol in his fellow school boys and girls . . . in the minds of the young people whose safety that patrol is helping to insure?

We think we have found the answer to these questions in Erie. The story of the program that provides the answer . . . plus the history of how that program came into being . . . may help you to see why we consider it worthwhile.

For a number of years, Erie school people conducted a school patrol clinic each September. We called together our captains and lieutenants from both public and parochial schools, invited experts to solve the problems of these school safety patrols. The clinic was held at a nearby teachers college; the expenses involved were underwritten by a local business club.

After a while the clinic lost its sponsor. We realized some activity was needed to take its place. For the patrols still needed some annual in-service meeting . . . they had problems on a city-wide basis that sponsor-teachers could not solve individually. And the schools needed a co-ordinating agency for all the patrols. Without the clinic, we had neither.

Soon after this Sgt. William McKinley of the school safety division, Erie Police Traffic Bureau, and I were invited to take part in a

school-wide assembly to be sponsored by just one school safety patrol at one local elementary school. When we arrived, the teacher-sponsor informed us that we, plus a student moderator, formed "a panel of experts" for this assembly. Fifth and sixth grade students had made up a list of questions in advance . . . questions that had baffled their school patrol. We would, please, supply the authoritative answers.

That assembly program was a tremendous success. The questions put to us had been well thought out, were basic to September patrol problems, and were of such importance that Sgt. Bill and I felt other schools would benefit from the same program. Asked for his opinion, the superintendent of schools concurred.

Immediately, we sent out notices to the principals of various elementary schools in the city. We told them in detail about this one assembly program, asked if they would like to have such an assembly at their school. The fame of the program had traveled ahead of our letter; we were soon booked solid to visit nearly all elementary schools of the city.

The program did not always proceed in identical fashion. In some schools, teachers and pupils had prepared questions in advance. In other schools, the program was completely spontaneous. But in every case the program was effective for safety education . . . so effective that the 40 minutes allocated to it was usually extended to as much as an hour-and-a-half.

Pretty soon some principals suggested that the program be presented to the PTA. Thus, they argued, parents could also discover the problems of the patrol, learn first hand exactly what were the responsibilities, limitations, functions and jurisdiction of school patrol members.

Sgt. McKinley and myself picked up this suggestion readily. We had been looking for some time for a way to bring safety lessons to the consciousness of parents. For in most instances the school children (we had already discovered) learn safety lessons quickly . . . and continue to obey the rules. But a school's big problem may often be a parent. Especially the parent who calls for his child after school,

The author, E. R. Abramowski, sits at right in this photo of an Erie questioning session in action. Others are (l to r): Sgt. William McKinley, city traffic bureau; Cathy Yates, president, Harding School student council; and Miss Grace Nunn, principal, Harding Elementary School.

They Stump the Experts, continued . . .

selfishly thinks only of the safety of his own youngster and ignores the factors which make for the safety of all boys and girls then on their way home.

Thus, once before a PTA meeting, we took advantage of the opportunity to inform parents they were often the worst violators of traffic safety. We pointed out that when a parent picked up a school child he frequently:

- ▶ double parked
- ▶ parked in a no-parking area
- ▶ called his child across the street in mid-block
- ▶ urged his child to cross from in-between parked cars
- ▶ crossed the street himself when the patrol was holding children in check
- ▶ crossed when the light was red, dragging his child after him,
- ▶ flagrantly disobeyed all the rules of traffic safety which the child had been taught in school.

Parents listened to our message . . . and accepted it.

For several years now our series of programs has been repeated at the beginning of each fall term. We schedule the assembly programs as early in the year as possible, so that questions facing patrols and pupils of each school will be answered without delay. But it is no longer possible to fit all the assembly programs involved into the first few days or even the first few weeks. And we find that those scheduled in later weeks revolve around questions more fully stated . . . around problems more clearly developed . . . than those we meet in the first few days. This has obvious advantages (as well as disadvantages) to the immediate and long-term results of the program.

Nevertheless, we can now pretty well predict the major types of problems that will be presented to us as "experts." Moreover, I would venture to forecast that a survey of unanswered patrol questions in your school next September and October would turn up a list highly similar to the one shown on these pages. If you're not sure such a program as ours would be helpful in your community, you might turn now to the questions and try them on the students in your classroom and the members of your school patrol. You may be surprised to

discover the confusion which exists on some of these matters.

Just as, by now, we can pretty well predict the problems we will answer in a single "Stump the Experts" assembly, long experience with the program has helped us to develop a general format for each presentation. First, the topics are introduced and the children put at ease. Questions are encouraged . . . not only those that may have been planned in advance but also such queries as occur to the youngsters as the program develops. We make it clear that no question will be ignored . . . no matter how foolish that question might seem to the student himself or to his friends. This is because both Sgt. McKinley and myself believe that where the well being and safety of school children is concerned, no question can be foolish. In fact, it is the so-called "foolish" question which, once answered, may save a life before the end of that school term.

Obviously, we in Erie are convinced that this program is worthwhile. Why do we like it? Simply because it works. And it works, I think, because it gives youngsters (and sometimes their parents) a chance to participate in a currently popular radio and TV game . . . it gives them a chance to "stump the experts." This technique brings out many questions which might not otherwise come to attention. Moreover it seems to make it possible for the program to enlarge in scope . . . to grow naturally from a discussion of the problems of the patrol on the corner to those of his fellow patrols on the playground and in school halls. We have even had teacher-sponsors (especially those recently appointed and without previous experience in safety) rise to ask questions about patrol matters obviously puzzling to them.

The best proof that the program is considered effective for Erie lies in the fact that, at the request of each of the school principals involved, we have already set up a lengthy schedule of "Stump the Expert" appearances for next fall. As these programs proceed . . . as students in each school ask again the questions by now highly familiar to Sgt. McKinley and myself . . . we expect to see demonstrated once more the fact that some program supplying patrol information to both the patrol and his fellow students is needed at the start of each school year . . . and that this type of program is filling that need. ●



Future driver education teachers at Iowa State Teachers College learn the intricacies of the Aetna Drivotrainer. Later they will learn how to operate the control at the rear, now handled by Bert Woodcock, director of safety education for the college.

They're Training Drivotrainer Teachers, Now

A new, dual program at Iowa State Teachers' College is preparing student teachers to be instructors on the Drivotrainer, simultaneously completing controlled research on this new driver training instrument.

IOWA STATE TEACHERS COLLEGE, Cedar Falls, has just announced development of a new program for training student teachers on the Aetna Drivotrainer. This new training for student teachers, the first of its kind in the country, gives the college a complete, well-rounded program of preparation for future driver education instructors.

Simultaneous research that may revolutionize the teaching of safe driving in the public high schools is underway at Iowa Teachers today under the direction of their Research Department. This research consists of a control experiment on the merits of teaching on the Drivotrainer as compared to the use of dual control cars.

Dean M. J. Nelson of Iowa Teachers has announced that at this time a five-place Drivotrainer unit has been loaned to the college by the Aetna Life Affiliated Companies, which developed the device. A new driver education

laboratory building proposed for the campus will include a special Drivotrainer classroom.

Meanwhile, however, would-be teachers of driver education at Iowa are already seated at the small, stationary cars equipped with all standard car controls. Here they learn on-the-road driving habits, reacting to special films flashed on a large screen in the front of the room. In this way the student-teacher drivers learn to watch for sudden stops, for pedestrians in pedestrian lanes, for slow trucks and buses. Student operation of the classroom car is automatically recorded at a control unit where the instructor guides the driving of the entire group.

For example, Bert Woodcock, director of safety education for the college, will show his student teachers a film of a busy city at high noon. The students set out on a "drive" . . . and a master control makes symbols for each car on a continuous roll of paper showing sharp right and left turns, fast braking, slow braking, failing to signal, signalling too late . . . all the errors that could spell disaster on a busy street.

These same student teachers will shortly learn how to operate the master control with emphasis being placed on this phase of the training program, so that they, in their turn, can send students "on a drive" and record the errors



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1955 "Slow Down and Live" Campaign Opens Next Month

"SLOW Down and Live" is a nation-wide educational program sponsored by the National Conference of State Safety Coordinators. Carried on during June, July and August, it is aimed at the reduction of traffic

The "Hurry Bug," Walt Disney's conception of the driver who is so intent on saving a minute he doesn't mind losing a life, is the symbol of the "Slow Down and Live" program. Show him now to your driver ed classes; they'll be seeing him elsewhere this summer.

accidents through reduction of highway speeds and better observance of related traffic laws.

The 1955 "Slow Down and Live" program, which will make use of leaflets, posters, outdoor advertising, radio, TV and other media, again will stress the need for avoiding hurry. The program is based on the fact that drivers in a hurry tend not only to drive too fast for conditions, but to commit other traffic violations such as passing improperly, following too closely and failing to yield the right of way.

The National Safety Council commends the National Conference of State Safety Coordinators on the "Slow Down and Live" program and urges support by all organizations and individuals interested in the reduction of traffic accidents. The Council's Operation Safety programs during the summer months will be fully coordinated with "Slow Down and Live" in recognition of the value and importance of the program.

that, in traffic, might prove permanently disabling.

While these student teachers are learning the intricacies of the Aetna Drivotrainer, the control experiment on the merits of teaching by use of the device is being carried out with students from East High School, Waterloo, Iowa. Just as high school students in New York City; Los Angeles; Oak Park, Illinois; Freeport, New York; and Springfield, Massachusetts, these driving students are gaining on-the-road training in the classroom. But unlike students in the other cities, the 40 from Waterloo have been divided into two sections. Richard Meyerhoff of that school, working with Bert Woodcock and Dr. Gordon Rhum, in charge of the research, has set up the group on the basis of I.Q., class, age, achievement, aptitude, and the fact that none of the 40 have ever before driven a car. The number of high school students in the group who have cars in the family has also been taken into consideration in planning the makeup of the two sections.

One of these sections will be trained on the Drivotrainer. The other section will receive road training solely on dual control cars. After the Drivotrainer group has successfully gone through the first 10 films in the series, they will be permitted to drive a dual control car.

At the end of the course, the Drivotrainer student will be put behind the wheel of a car for 45 minutes. Both sections of the group will then take the test for licenses on the same day and will be tested by the same examiner, a man appointed to the job by the state commissioner of public safety.

Purpose of the research is to learn just how much the new equipment will speed up driver education. For while the new "cars" will not supplant entirely the need for actual road instruction in regulation or dual-control cars, they may greatly speed up the driver learning. Also, the *quality* of instruction, due to the wide variety of films used, should prove to make better drivers out of the Drivotrainer students. And the new method may thus be a partial solution to the cost problem that at present hampers expansion of driver education in the schools. Drivotrainer cars are much less expensive than regulation cars and as many as 15 students can be instructed at one time. Meanwhile a student can meet more driver problems in 20 minutes before the Drivotrainer screen than he might encounter in days or weeks of instruction in a regular car. According to students currently getting "on-the-road" training at the wheel of the device, the realism of the experience is almost frightening●

A DYNAMIC program combining the best parts of the old with some promising new ideas is slated for the school and college division meetings at the coming National Safety Congress, to be held in Chicago, October 17 to 21. Meetings of the school and college division will take place at the Morrison Hotel.

Theme for this year's meetings will be "Thinking for Safe Living," spotlighting the development of right attitudes for effective safe living.

Indications of the success of the last meeting were expressed in this tribute recently from a prominent industrial safety man: "Last year I stopped in at one of the sessions and became so fascinated by your approach that I returned every moment I could spare from my own meetings. You are really getting to the heart of the problem." He added, "This October a member of our school system is going to be at the school and college sessions of the National Safety Congress."

Other expressions of satisfaction have reached Congress program committee members from all sides, and school and college session planners have been doubly inspired to make the coming meetings even more valuable than they have been in the past, with refined versions of old, successful programs as well as promising ideas for new ones.

What's on the program for this year?

► A continuation of the special interest group

October 17-21 are the dates for
the 1955 National Safety Congress in Chicago. School and College Sessions at the Morrison Hotel are being planned to duplicate last year's best, hunt for new ideas too. So make your plans now to attend the . . .

'55

Congress

by Beverly Thompson

23 • Safety Education for May, 1955



Above: the Schools and Colleges exhibit at the 1954 National Safety Congress and Exposition . . . one of the more than 240 helpful displays at the Conrad Hilton.

meetings which proved so successful last year—but with these changes: streamlining from nine hours to six and careful screening in order to secure an unusually competent panel of discussion leaders for each special interest group.

► A continuation of the "bull" sessions, which are quite the opposite of the special interest groups. These sessions deal with the little lanes and by-ways of discussion . . . the small, detailed questions which must be asked and answered. Perhaps, these sessions may be termed "how-to-do-it" sessions.

► Congress delegates will get a host of new ideas from two or three top-notch speakers who will outline safety programs.

► "Field experience" will be provided by a visit to a school (always successful for those who want new ideas) or attendance at the Congress meetings of another section—industrial, farm, home, or traffic and transportation. Specific helps to the special interest groups will be searched for in these meetings. For example, traffic people have scheduled a meeting on the question: "Are we making progress in traffic safety?" This should be of value to many school people.

As anyone who has attended the Congress during the past several years knows, of major interest in the school and college program is the series of special interest group meetings. These are really working sessions in which all

members combine to discuss general principles, to solve large problems and to decide in which direction they want to go.

Leading the discussions of each group this year will be a panel of experts of unusual competence, consisting of: a safety education supervisor; a school administrator; a classroom teacher; a person having done research on or having specialized knowledge of the field; a parent; a representative of an agency working in the field; a representative of a school having been on the National School Safety Honor Roll for five or more years, a state department of education and a college representative chosen for each group.

This year, too, a longer "get-acquainted" period before special interest meetings start will enable delegates to get to know one another better. The longer get-acquainted session will precede the social hour on Monday afternoon.

The 1955 Congress is also the tenth anniversary of the Safety Education Supervisors Section. A report of the Section's past activities, present status and future plans will be made on Sunday afternoon, October 16, from 3 to 4 p.m. Everyone is invited. The annual Sunday evening dinner will be a birthday party, complete with cake, for the Section, and the social hour on Monday will honor the past general chairmen of the Section.

Chairman of this year's Congress Program Committee is James W. Mann, principal of the Hubbard Woods School, Winnetka, Illinois. He is being assisted by Melva Lind, dean of students, Gustavus Adolphus College, St. Peter, Minn., who is secretary.

Hotel reservation forms may be procured from James W. Mann, Chairman, Congress Program Planning Committee for School and College Sessions, School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois. Mr. Mann will also give you further information about the Congress when it becomes available●

For your further help in planning your safety education program for next year: Three of the NSC Secondary lesson units and posters for next year announced on pages eight and nine have been correlated with the three new NSC films described at right. Note the subject matter of the lessons and posters for the months of September (*Six Murderous Beliefs*); March (baby-sitting) and April (teen-age driving.) Each of these aids can be effective alone; combined they teach your particular high school safety lessons more effectively.



For further information on these and other safety films and the film publications described on this page, contact Nancy Lou Blitzen, Film Consultant, National Safety Council.

Pedestrian Safety

Dick Wakes Up (16mm sound motion) black & white or color. 13½ minutes. Production date, 1955. TV/o.k.

Dick has an accident because he ran into the street without looking for oncoming cars. He dreams, while in the hospital, that he has two other selves named "Good Judgment" and "Bad Impulse." He learns how to better evaluate good and bad safety practices through an argument between his other selves. Film is designed to develop good walking attitudes in upper elementary and junior high school students. Sponsored by the AAA Foundation for Traffic Safety.

Source and Availability Basis: American Automobile Association, 1712 G Street, N.W., Washington 6, D. C.—purchase, preview.

General Interest

The National Safety Council will release soon three films for use in secondary schools. Under the general title of *Secondary School Safety Series* the films, also titled individually, will cover the following subjects:

Noontime Nonsense—is designed to relieve a serious situation at many schools—the irresponsible and reckless use of automobiles during lunch hour. The resolution of this problem is brought about by showing a case history of a typical high school and how it solves the problem.

You're in Charge is a guide film for baby sitters and those who employ them. It is designed to show the importance of this activity to our society as well as to state the basic safety rules which must be followed.

Six Murderous Beliefs is a general film giving a series of six episodes that dramatize the common beliefs which can kill. Among those described are "Safety is for sissies," "Accidents are the price of progress," "I'm lucky," "... when your number is up" ... and the like.

These films will be available in 16mm sound motion picture version in either black & white or color. They will run about 12½ minutes each. Prints in either color will be available for purchase as a set or individually and for rental individually.

A new issue of the NATIONAL DIRECTORY OF SAFETY FILMS will be available for purchase in June. This issue will contain descriptions of almost 1500 safety films available nationally from one or more of 280 sources. A new section will be in this Directory listing sources of safety films by city and state. These sources all distribute safety films locally and most of them do so on a loan basis. No mention of film titles available from these sources will be made, but many of them have 10 or more films covering traffic, home, school, and public safety.

The new directory should prove extremely useful to those who want films on home, school, and traffic safety as many more have been added this year. The new section, too, should prove useful to those who have been searching for distributors of safety films in their specific locality.

A single copy of this new directory will sell for \$1.00. A purchase made after the month of August will include a copy of the first quarterly Supplement, and subsequent Supplements will also be included with purchases made later. Copies of the Supplements will also be made available free of charge for those who desire them.

New Books

Sportsmanlike Driving, Third Edition. Revised and published by the American Automobile Association, 1712 G. Street N.W., Washington, D. C. 460 Text pages, 24 chapters. List price \$2.80; school price \$2.10, subject to upward price adjustments in specific states.

Rewritten, reorganized and brought thoroughly up-to-date, this third edition contains many new features. Format and type have been modernized. The writing, emphasizing sound driving attitudes throughout, is simpler, clearer, and graded for use by the younger classes of students now taking Driver Education. Art

work is entirely new; two colors are used throughout the book to increase appeal and understanding. There are 370 drawings, cartoons and photographs, the drawings of mechanical parts and sound driving maneuvers being given special attention.

The revised textbook has been developed with five units of instruction, instead of the previous four. There are two new chapters in line with the latest developments in the automotive world. One is titled "Action: in Cars with Automatic Transmissions"; the other "Driving Under Unfavorable or Special Conditions."

Objective tests for use with the new edition are now available, and a revised Teacher's Manual and Student Project Workbook to fit the new edition are in preparation and will be available soon.

* * * *

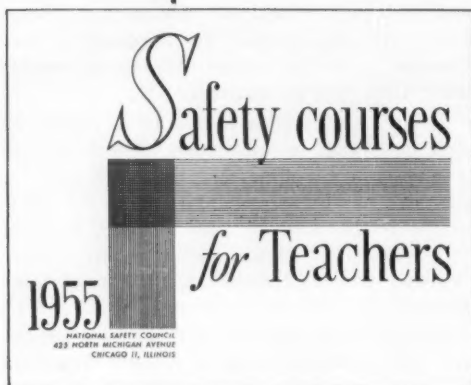
Educators Guide to Free Tapes, Scripts and Transcriptions. First edition, 1955. Published by Educators Progress Service, Randolph, Wisconsin. \$4.75.

This guide employs the techniques and patterns developed in the *Educators Guide to Free Films* and *Educators Guide to Free Slidefilms*. According to the publisher, this first edition lists, classifies and provides complete information on sources, availability and contents of 375 free tapes, 88 free scripts, and 29 free transcriptions. It adds information on the nature, purposes and use of these materials.

* * * *

Cooking Is Fun, by Miriam H. Brubaker, elementary teacher. Distributed by National Dairy Council, 111 North Canal Street, Chicago 6, Illinois (and by 83 affiliated unit offices throughout the United States). Sixteen pages. Written for young children as an incentive for them to learn to prepare a few simple foods. An introduction to parents and teachers stresses help from adults "because children need guidance in beginning to cook and in learning caution and safety." Page 14 is devoted to eight safety rules for the kitchen; youngsters are asked to think of other safety rules as well. A spirit of working together is stressed.

NSC Index to Safety Education Courses Is Ready



MORE than 300 colleges in every part of the U. S. will offer safety education and driver education courses during this year's summer sessions and the 1955-56 school year.

The colleges and courses are listed in the National Safety Council's new edition of "Safety Courses for Teachers," an annual guide published for teachers and students who wish to know where and how they can prepare for teaching safety education and driver education.

Specifically, 305 colleges will offer a total of 554 courses. Although this represents a decrease of 33 colleges and 41 courses from 1954 it must be noted that this list is not yet complete. This year's listing includes the 48 states, two territories and the District of Columbia. The University of Hawaii is again included, after an absence of several years, and for the first time, the University of Puerto Rico has appeared in the guide.

Of especial interest is a correspondence course in methods and materials in safety education being offered by the University of Texas in Austin, and a course in gun safety by the Pennsylvania State University at University Park.

A pilot course in hunter safety is to be conducted by the National Rifle Association at Camp Perry, Camp Perry, Ohio (thirty miles east of Toledo) on August 27 and 28, 1955. This is not listed, as it is not a college course, but doubtless will be of interest to many. Fur-

ther information may be secured from the National Rifle Association, 1600 Rhode Island Ave., N.W., Washington 6, D. C.

This 1955 Index includes safety courses offered in both regular and summer sessions. For ready reference, colleges and universities are arranged geographically, with the names of the instructors, the department in which the course is given, the terms in which it is offered, the credit received and the degree to which this credit can be applied.

Fourteen colleges reported the availability of a minor in safety education this year compared to eight in 1954. Offering safety education minors again this year are Indiana State Teachers College, Terre Haute; Iowa State Teachers College, Cedar Falls; State Teachers College, Wayne, Nebraska; State Teachers College, Clarion, Pennsylvania and the University of Houston, Houston, Texas.

These schools report safety education minors for the first time this year: University of Florida, Gainesville; Louisiana State University, Baton Rouge; Northwestern State College of Louisiana, Natchitoches; University of Maryland, College Park; New York University, New York City; State Teachers College, Indiana, Pennsylvania; Temple University, Philadelphia; Texas Technological College, Lubbock, and West Virginia State College at Institute.

Two colleges which reported safety education minors last year, but have failed to do so so far this year are State Teachers College, Westchester, and Thiel College at Greenville, both in Pennsylvania. Not yet heard from is the Los Angeles State College, Los Angeles, California.

The American Automobile Association and New York University's Center for Safety Education are among sponsors of various seminars and courses being conducted, other than those of the colleges themselves.

For your copy of the "1955 Safety Courses for Teachers" guide, write the School and College Division, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois. Single copies will be sent without charge●

MAY
1955

Lower Elementary

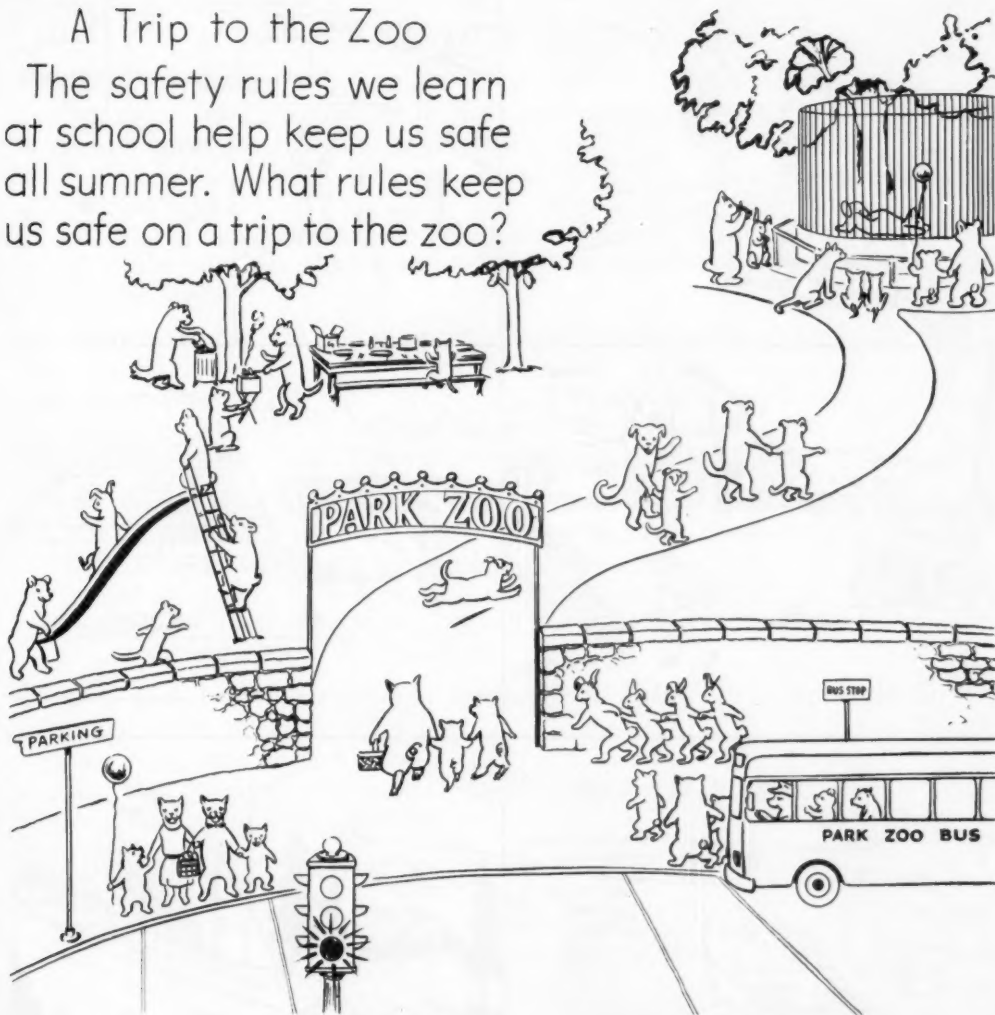
Safety LESSON UNIT



Sketch S-0207A

A Trip to the Zoo

The safety rules we learn at school help keep us safe all summer. What rules keep us safe on a trip to the zoo?



Teacher: Elicit rules for traffic, bus, public places, safe play, picnics, strange animals.



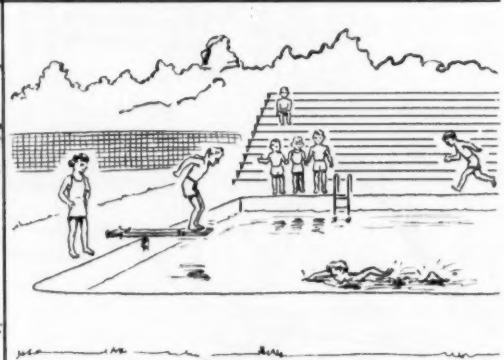
Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Roland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Summer Fun

Here are pictures of some places you may be this summer. Make pictures of other places you may be.

Write a story about the fun you may have in each of the places. Tell how you would play safely. Tell what dangers there may be.

Make a booklet of stories and pictures showing what you will do this summer.





Sketch S-0207A

MAY 1955

Upper Elementary

Safety LESSON UNIT



Vacation Safety

Underline the safest thing to do.

1. Mary and Jean are going to the store on their roller skates. They have to cross a busy intersection where there are many cars. They should
 - a. skate as fast as they can across the street when there is a lull in traffic.
 - b. skate slowly across the street when there is a lull in traffic.
 - c. take off their skates and walk across the street when there is a lull in traffic.
2. John and Jim are enjoying their new bicycles. If they ride in the street, they should
 - a. keep to the right
 - b. keep to the left facing oncoming traffic
 - c. ride as fast as they can to avoid delaying other traffic.
3. Betty and Lucy are riding their bicycles down the street. They want to make a left turn at a busy intersection. They should
 - a. start the left turn from the middle of the street
 - b. start the left turn from next to the right curb
 - c. get off their bicycles and make the left turn by walking their bicycles in the crosswalk.
4. Joe and Tom have gone to the beach to swim. It is too early for the lifeguard to be on duty. They should
 - a. swim close to each other
 - b. stay out of the water until the lifeguard gets there
 - c. stay in shallow water.
5. Judy and Mary are playing on the beach in the hot sun. They have become warm and tired. They should
 - a. dive from the pier into the water to cool off.
 - b. rest and cool off before diving into the water
 - c. keep on playing.



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6. The girls are anxious to get a coat of tan. They should
 - a. stay on the beach in the hot sun for very short periods of time to tan slowly
 - b. stay in the hot sun all afternoon
 - c. stay in the shade.
7. Jimmy does not know how to swim or float. Suddenly he finds himself in water over his head. He should call for help and
 - a. kick slowly and keep his hands under water
 - b. kick rapidly and keep his hands above water
 - c. save his strength by not moving his arms or legs.
8. Jack is alone in a canoe. He suddenly finds himself in rough water. He should
 - a. sit or kneel on the bottom just back of the middle of the canoe
 - b. sit on the middle seat
 - c. sit on the rear seat.
9. Mr. and Mrs. Jones and their three children are in a row boat. They all decide that they want to change seats. They should
 - a. all change at the same time
 - b. have one person keep the boat balanced while the other four change
 - c. change one at a time.
10. Jack and Charles are going to the pier to fish. They are carrying their fishing tackle and bait. They should
 - a. carry their fishhooks tied to the line on their fish poles
 - b. carry the fishhooks in a tin box
 - c. carry the fishhooks in their pockets.
11. Jim is getting ready to go on a hike with his camping group. It is a very hot day. He should
 - a. put on wool socks
 - b. put on cotton socks
 - c. wear no socks at all.
12. Jim is going on a long hike with his camping group. He should
 - a. wear his tennis shoes
 - b. wear his new high top boots
 - c. wear his heavy shoes that are well "broken in."
13. John has become separated from his friends who are hiking in the state forest. He soon discovers that he is really lost. He should
 - a. run in order to find his companions
 - b. stay where he is and call out every little while
 - c. try to climb a high tree to see if he can locate the other boys.



Some Things To Do

1. Give your reasons for underlining the statements. Tell why you did not underline the others.
2. Make a "water safety" booklet. Include pictures and safety rules.
3. Make a list of the things you might do this summer. Tell how you would do them safely.

Answers: 1, c; 2, a; 3, c; 4, b; 5, b; 6, a; 7, a; 8, c; 9, c; 10, c; 11, c; 12, c; 13, b.

MAY
1955

Junior High School *Safety* LESSON UNIT

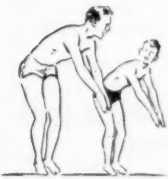


Sketch S-0208A

Summertime...

What Description Fits You?

It is only natural that students want other people to have good opinions of them. Often-times, however, some students commit foolish errors in trying to impress others. The sad truth is that they *do* impress others . . . the *wrong way*. For example, compare the two descriptions below. Which description would you like to have applied to you?



"John is calm, patient, and considerate. He enjoys being with people. He knows his capabilities and limitations. He prepares carefully for all endeavors."



"Bill overrates himself and is always showing off. He tries to get the attention of others by pushing other people around. Bill acts on impulse rather than thinking things through carefully. He likes to do things alone."

Rate Yourself

Directions:

- If you have done any of the things listed below, place a check (✓) by the action described in the parenthesis provided.
 - Choose the underlined words from the above paragraphs that best describe the actions below. Place the words in the blank provided.
- () 1. Ducking other swimmers.....
- () 2. Swimming beyond the safety markers....
-

SUMMER SAFETY SONG

School will be out
and summer is here,
You'll have three months
of fun and good cheer.
You'll plan vacations
from books and school
But *please* don't forget
your safety rules.
If you go to the beach
and lie in the sun
Do it in small doses
until you're "well done."
If you camp in the woods
or by the lakes,
Take first aid equipment
in case of snakes.
If on the lake
you decide to canoe,
Be sure a life
preserver's with you.
Don't swim right after
you eat at camp,
For if you do, you may
have a cramp.
When you go swimming,
take a buddy with you,
For when trouble strikes,
it's best to have two.
Don't dive from on high
into waters unknown
'Cause it often results
in a broken bone.
Vacations are fun—
you'll enjoy each day
If you'll play it safe
in every way.



Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

- () 3. Jumping into the water immediately after a person who has fallen out of a boat.....
- () 4. Going swimming by yourself....
- () 5. Swimming away from shore until you're tired
- () 6. Diving into strange waters.....
- () 7. Turning on your back and floating when you suddenly become tired
- () 8. Getting a physical exam just before swimming season
- () 9. Always having friends along when swimming
- () 10. Waiting at least one hour after eating before swimming
- () 11. Knowing how to administer artificial respiration
- () 12. Not ducking people or pushing them off the pool

How do you rate? (The descriptive words beside each action you checked apply to you.) In addition to creating a good impression on others, your following safety rules will cause people to say "John is" rather than "John was" when describing you.

Do You Know Safety Rules?

Directions: Check the proper action for each emergency listed below.

1. You're in a motorboat on a lake. The wind comes up suddenly causing high waves. You should:
 - a) head for shore at an angle so the waves will hit the side of your boat
 - b) drop anchor and wait for the waves to subside
 - c) start for shore heading your boat into the waves

2. You're walking alone through the woods a mile from camp. A poisonous snake bites you. You should:
 - a) run for camp as fast as possible
 - b) make incisions, draw the poison, fashion a tourniquet, and proceed to camp at a normal rate of speed
 - c) keep the injured limb exercised to prevent paralysis
3. Your companion falls over a log in camp and sprains his ankle. You should:
 - a) immerse his ankle in hot water
 - b) walk him around to keep the ankle from getting stiff
 - c) immerse his ankle in cold water
4. It's an extremely hot day. You're about to go swimming in a cold mountain stream. You should:
 - a) plunge in from the bank
 - b) wade in and gradually cool your body by sprinkling water over yourself
 - c) wade in rapidly
5. You're out in a boat and hear a swimmer call for help. You should:
 - a) jump in and swim to him
 - b) row to him and pull him over the side into the boat
 - c) row to him and pull him over the stern into the boat
6. You have been hiking through the woods on a hot day. Your companion collapses. He is pale and his temperature is below normal. You should:
 - a) loosen his clothing and sprinkle him with cool water
 - b) fan him vigorously
 - c) keep him warm

Answers: 1-c; 2-b; 3-c; 4-b; 5-c; 6-c

MAY 1955



Senior High School

Safety

LESSON UNIT



Sketch S-0298A

Summer Safety

SUMMER SAFETY SONNET

The end of the year
Is time for review —
Time to find out
If we "know" what we "knew."

Let's try to remember
The things we have read,
The rules, the data,
And what teacher said . . .

About hunting and fishing
And making camp,
About swimming and diving
And having a cramp.

With the aid of some novels
And history too . . .
We've tried to combine them
With "Safety for You."

Many a character
Has come to the fore—
With elections, and flags
And battles of yore.

So get out your pencil
(Or pen and ink);
Get down to business —
And really think.

An "A" score is best
Regardless of rhyme,
For then you will have
"A" safe summer time.

Safety Literature

Directions: Fill in the first blank of each sentence with the correct word which is the same as the name of a literary character or a book title. You'll find a hint in the parenthesis. Also, complete the safety rule by filling in the second blank.

1. When driving to your vacation spot, don't be a _____ (from a book by C. F. Forester) because _____.
2. When traveling to a picnic by bus, don't stick your head out the window, otherwise you may fill the description of the _____ (from a story by W. Irving); be safe and keep your _____ and _____ inside the bus.
3. You may discover that your tent has _____ (by M. Mitchell) unless you fasten it down securely with _____ and _____.
4. Don't build a campfire in a grassy field; otherwise you may start a _____ (by Z. Grey); instead build it in a _____.
5. Never use a _____ rock (from a book by R. L. Stevenson) when preparing a place for your campfire because _____.
6. When walking through snake country, remember to wear leg protection which could be described as _____ (from a book by J. F. Cooper) because _____.

Prepared by Dr. Vincent McGuire, Associate Professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

7. When you go sailing on the ocean, be sure to carry safety equipment with you and watch the water, or you may find yourself _____

_____ (by Jules Verne); also, stay in sight of _____.

"Safety" Literature Answers: 1. (Capt.) Hornblower. Safe driving is courteous driving. 2. The headless horseman. Arms and head. 3. "Wildfire." 4. "Wildfire." Clear spot with protective rocks. 5. (Capt.) Flint. Flintrock flies into little pieces when heated. 6. Leatherstocking. Snakes usually strike on the lower part of the leg. 7. "Twenty Thousand Leagues under the Sea." Shore.

Are You "Historically" Safe?

Directions: Fill in the blanks with the historical terms called for that will complete the safety rule.

1. When in the country, don't wander into "posted" pastures; otherwise you may suddenly remember the Battle of _____ during the Civil War.

2. When hiking, avoid walking close to steep hills of loose dirt and rocks because you may discover what Herbert Hoover felt like when he was hit by a _____ in the 1932 election.

3. Don't stand up in a canoe, or people may compare you with the Battle of _____, which was fought just prior to the War of 1812.

4. Don't neglect to take care of cuts and scratches on your leg; otherwise you may get blood poisoning and find yourself in the same condition as _____, the last Dutch governor of New York.

5. Remember the motto on the flag of one of the original thirteen colonies, "_____ " when you walk through snake country.

Water Safety

Many drownings occur each year because swimmers take chances in unfamiliar places. For example, the boy in the poster is not following the safety rule of using caution in strange waters. There are other water safety rules that need to be followed too. Do you know these rules?

Select the correct answer and discuss the "why" for each answer in class when the test is completed.

1. If you fall out of a boat, climb back in (a) over the side (b) at the bow or stern.

2. If you must stand up in a boat, (a) use the oar to steady yourself (b) warn other passengers.

3. If you suddenly feel sick while swimming, (a) pump your legs vigorously to keep above water (b) turn on your back and rest.

4. If you are quite a distance from shore and your boat capsizes, your best bet is (a) to swim for the nearest shore (b) hold onto the boat for enough support to keep your head above water.

5. When stepping into a boat, (a) place your foot so that your weight will be to the left of the center (b) place your foot so that your weight will be centered.

6. If a passenger falls out of your boat, the method you should consider as a last resort is (a) use a rope (b) use a pole (c) row alongside him (d) jump in after him.

7. If you're on the beach on a hot day and your friend suddenly collapses with a flushed face and high temperature, he should be kept (a) cool (b) warm.

8. If your friend, in the situation above, is pale and has a below normal temperature, he should be kept (a) cool (b) warm.

"Historically" Safe Answers: 1. Bull Run; 2. Landiside; 3. Tippecanoe; 4. Peter Stuyvesant; 5. "Don't Tread on Me" (with a picture of a rattlesnake)

Answers: 1-(b); 2-(b); 3-(b); 4-(b); 5-(b); 6-(d); 7-(a); 8-(b)



*Dress For Safety With
Graubard's
Nationally Known Safety Patrol Equipment*

"THAT PROMOTES SAFETY"

GRAUBARD'S equipment is nationally known as the school safety patrol equipment "that promotes safety." It does this by fulfilling both of the conditions essential to an effective school safety patrol.

First, it gives the wearer a definite sense of responsibility and a pride in doing his job well. Second, being "standard equipment" it is recognized by school children and motorists alike, insuring their respect and cooperation.

Check up on your equipment today—we'll be glad to make suggestions to help bring it up-to-date.

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RAINCOATS
White—Yellow—Black
HELMETS
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RUBBER LEGGINGS

BELTS
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CAPS
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NOW YOU CAN duplicate true traffic situations right in the classroom! The new Traffic Light Instructor which is manual in operation, duplicates the actual lighting cycle of real traffic signals. Just 4 feet high, the Instructor Light is ideal for elementary schools, high school and driver training schools. It's all-metal constructed, with shatter-proof plastic lenses. Operates on any 110 volt outlet. No special wiring needed—just plug it in. Comes complete and fully assembled. Place your order NOW!

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NEW TEACHING MANUAL for traffic safety instruction. One copy free to qualified personnel. A practical 16-page guide-book on safety teaching. Prepared by a national teaching authority. Write on your official letterhead.

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P.O. Box 2873

Cleveland 16, Ohio

BULL

teenagers turn out for citizenship rally . . .

A mighty outpouring of teenagers — 30,000 strong—overflowed Chicago's International Amphitheatre on Sunday, March 13, to help prove to adults that most of the youngsters their age are trying to become responsible citizens.

The occasion was the Chicago Youth Rally, sponsored by the Chicago Daily News, and Key Clubs affiliated with Kiwanis International. The meeting was organized as a challenge to youth to campaign against juvenile delinquency and make Chicago a better city. The original idea was conceived by three city high school youths, who wanted to show adults that 95 per cent of today's youth are preparing to take on their civic responsibilities and to remind adults that, despite the widespread publicity about juvenile delinquency in the newspapers today, only five per cent of today's teen-agers get into trouble.

Highlight of the long meeting was the moment when, in 30,000 uplifted voices, the teenage boys and girls recited their "pledge to Chicago youth," led by Federal Judge William J. Campbell. The pledge contains vows to respect parents and act so as to bring them honor; to cherish school; to keep out of trouble and help others stay on the right track; to serve God; to be a credit to their country; and to make their city a better place in which to live. The pledge was reinforced by wallet-sized cards which each teen-ager received at the end of the meeting.

Terry Brennan, head football coach at Notre Dame University, and a main speaker at the youth rally, told the boys and girls that it takes discipline and loyalty to make a team. "Without them, a football team, or any team, is no good," he said, adding that there can be no freedom without some sort of regulation.

Case histories of two teen-agers who had gone wrong were presented at the meeting by the teen-agers themselves. A boy from the Illinois State Training School for Boys and a girl from the Illinois State Training School for

ENTERTAINMENT RALLIES AND RECOGNITION

Girls stood up before the thousands of kids their age and told how they had gone wrong and why. Dramatic silence enveloped the packed amphitheatre as the boy and girl spoke.

The stories were reinforced when a 15-year-old from the state boys' training school was presented an award for writing a winning slogan that keynoted the meeting: "Let's grow up, not tear up!"

A king-sized helping of top-flight entertainment finished off the giant rally, when the boys and girls were treated to personal appearances by such box-office favorites as Julius LaRosa, June Valli, the Fontane Sisters, Betty Clooney, the Four Lads, Frankie Lester and the others.

NYU announces fellowships and assistantships . . .

Ten fellowships and assistantships will be available during the coming academic year at the New York University Center for Safety Education. These are for teachers and others who wish to take graduate work as majors in safety education and will be candidates for the Doctor's or Master's degree.

The appointments carry stipends of \$1,500 to \$2,000 a year. Three of these fellowships, with \$2,000 grants, are from the Esso Safety Foundation. The remainder are a part of the basic grant for the support of the Center from the Association of Casualty and Surety Companies.

Applications should be addressed to the Director, Center for Safety Education, New York University, Washington Square, New York City, N. Y.

Washington urges DE . . .

"Let's Teach Them to Live" is the title of a new brochure put out by the Driver Education Committee of the Washington State Safety Council to urge communities to start driver education courses in their public schools.

Citing a 1954 survey which found 122 public schools in the state with no course for driver

ANNUAL INDEX WILL BE PUBLISHED

Do you save your copies of *Safety Education Magazine*? Would you like a quick, easy method of finding those articles in which you are particularly interested?

You can find all *Safety Education* material that has appeared during the current school year, listed completely by subject, author and title, in the annual *Safety Education Magazine Index* which will be published within the next few months. Page size of the *Index* will be the same as that of the magazine, 7 x 10 inches, so that, if you are binding your copies, it can be bound right along with them.

If you want a copy of this *Index*, you must order it by June 1. It will not be mailed to all magazine subscribers. A handy reference guide to your collection of *Safety Education* magazines, it will be sent you free upon request, but you **MUST HAVE YOUR ORDER IN BY JUNE 1.**

Address your request to The Editor, *Safety Education Magazine*, National Safety Council, 425 North Michigan Avenue, Chicago 11, Illinois.

education, the brochure strenuously puts the case for high school training in driving, declares that the community has a higher cost in not training drivers than in initiating driver education courses. Citizens who want a driver education course in their high schools badly enough can have one, the brochure states. "Wherever citizens and school administrators are convinced of the urgent need for driver education and have worked together, they have successfully solved the problems of finance and class scheduling," it maintains.

hunting education institute . . .

A shooting and hunting education institute will be sponsored by the School of Education, Michigan State College, and held at the Conservation Training School, Higgins Lake, Roscommon, Michigan, May 1 to 3.

HOLLYWOOD TRAFFIC BOARD for instruction in DRIVER EDUCATION



Developed by a teacher in the Los Angeles City Public School System to provide an easy method of showing traffic situations in a manner conforming with the best practices of visual education.

1. Simple to operate. Fascinating to watch. Holds attention of viewing group.
2. Several vehicles may be moved simultaneously to demonstrate actual traffic.
3. Operates from the rear. Nothing obstructs the view of the observers.
4. Very light in weight but substantially made. Can be carried anywhere with ease.
5. Needs no special stand because it clamps to any available desk, table, etc.
6. Local highway patterns may be drawn and inserted in the frame to illustrate special situations.

Used by many schools (from 4th to 12th Grades), Utilities such as Bell Telephone Co., Courts, Attorneys, Insurance Companies, Safety Councils, Television Programs, etc.



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The Institute will include clinics in gun handling and safety, conservation, care and use of public property, outdoor clothing, woodsman-ship, and camping. Much attention will be devoted to development of suitable shooting and hunting training activities for Michigan schools. Experts and resource leaders from the National Rifle Association, the Sporting Arms and Ammunition Manufacturers Institute, the Department of Conservation, the Michigan United Conservation Clubs, and Michigan State College will give instruction at the Institute.

A similar institute is being planned for the Upper Peninsula with dates to be announced later.

spots for driver education students . . .

Michigan driver education students may not have been seeing spots before their eyes in the school year just closing . . . but they have surely been hearing them.

Since last fall a unique and interesting teaching aid has been available to driver education instructors in the high schools of this state. The aid: transcriptions of radio spot announcements by Radio Station WJR in Detroit, selected for use in the schools in cooperation with the state department of public instruction and Traffic Safety Association of Detroit.

Lead-off piece on the transcription students heard these past months was a dramatic presentation of the short story "Ten Seconds To Live." Depicting the hazards of driving at night when fatigued, this piece was originally given on a WJR newscast by Jack White, at the request of the traffic association. All the spots were originally presented over the radio station as part of the educational phase of the city's traffic accident prevention program; others covered specific accident factors such as speed, courtesy, and the like.

In addition, one side of each 12-inch platter contained a series of one-minute messages on courtesy, in the form of sermonets from representatives of the Detroit clergy.

The transcribed spots and sermonets have been used one per lesson to supplement classroom instruction in Michigan high school driver education classes, prior to behind-the-wheel training.

outstanding service recognized . . .

Winner of an award for outstanding service in safety education recently was Edward Abramowski, coordinator of safety and elementary physical education, Erie School District, Erie,

Pennsylvania, and general chairman of the safety education supervisors section of the National Safety Council.

The award, in the form of a plaque, was presented to Eddie when he spoke at a meeting of the Erie Exchange Club on safety education in the School District. Given him by the Northwestern Pennsylvania Optometric Society, the presentation was a "complete surprise" to Abramowski.

"junior" drivers . . .

Small children will have a chance to remind Daddy of traffic rules with a new "Junior Drivers" license put out by the Statler Manufacturing Co. The drivers license, which accompanies each of the Statler Junior Steering Wheels sold, contains name, address, and personal characteristics of the young "driver" on one side, three rules of the road stressing courtesy, concentration and traffic laws, on the other side. The child is supposed to have daddy or mommy read and explain the rules of the road to him. This, says Statler, will be a "painless way for parents to set a good example," making the adult more conscious of the rules and calling the attention of the youngsters to traffic laws early in life.

for SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.



We can furnish the Sam Browne Belts in the following grade — adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at \$15.00 Per Doz. \$1.50 each small lots.

3/4" ARM BANDS Celluloid front—metal back. Web strap and buckle attachment.

No. 33 Blue on white JUNIOR SAFETY PATROL.

No. 44 Green on white.

SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN

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Red cotton bunting, white lettering, "SAFETY PATROL." Per dozen \$6.00 Less than dozen \$1.00 each

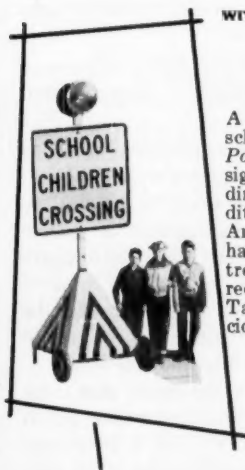
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A step forward in combating school auto traffic problems! *Porta-Flash* flashes a caution signal visible for blocks in both directions, in all weather conditions. No driver can miss it! And it's portable . . . easily handled by young safety patrols; battery powered, quickly recharged for years of service. Take precaution before an accident with *Porta-Flash*.

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AMERICAN SAFETY SIGNAL CORP.

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driver education recognized . . .

Graduates of an approved high school driver education course can now enjoy a rate reduction on car insurance in 39 states and Washington, D. C. To appraise the quality of their own driver education program, educators are urged to study *Policies and Practices for Driver Education* available from the National Commission on Safety Education, NEA.

canoe safety . . .

In Sheboygan, Wisconsin, the Kettle Moraine Council of the Boy Scouts decided to teach youngsters the fine art of canoe handling. Kiwanis Park was selected as the training site; night maneuvers and training were also conducted. A special 1500 watt electric plant was installed to floodlight the landing area, help leaders keep an eye on the trainees.

transportable bike lane built . . .

A portable bike inspection lane has been built by the Cincinnati Municipal Garage and is used throughout the city and suburbs, reports "Here's How," publication of the National Association of Automotive Insurance Companies. It was sponsored by the City, the Police Department, and the Rotary Club.

Letter to the Editor



Earl D. Heath

Seeking always to provide for exchange of ideas in the field of safety education, this magazine encourages letters from readers. The letter below takes issue with opinions expressed by other experts in our March forum-in-print, brings forth additional facts on the important subject of

WHERE SHOULD THEY CROSS?

Your recent Forum-in-print on "Where Should They Cross?" (March, 1955) forces me to a reply. Although I have no desire to discredit the participants, I do feel that for a forum an unhappy degree of unanimity was evident. To my mind, a forum produces more than one viewpoint; and by definition it entertains controversial issues.

I directed a county pupil transportation operation which involved some 25,000 children. Endowed with one of the heaviest vehicular traffic loads in the country, the district has an excellent safety record pupil transportation-wise. Moreover, its pupils are instructed to wait on the side of the road until the bus which discharges them has departed and until each student has determined that the road is sufficiently clear of traffic to permit safe crossing.

Obviously this procedure varies sharply from the feelings expressed by the forum members. (*Yet a record equally as good as those described in the forum has been attained.*) Perhaps, then, the findings of the forum are open to question.

Crossing in front of the bus involves certain assumptions. These assumptions are too numerous and too presumptive for a situation involving human lives. For example,

- 1) It is assumed that oncoming motor vehicles are in good mechanical condition. But only 14 states require periodic motor vehicle inspection.
- 2) It is assumed that motor vehicle operators:
 - a) are familiar with the school bus law of the state in which they are driving. (There being at least four different practices in effect in the 48 states.)
 - b) are familiar with the color, designa-

tions, and signals which identify the vehicle as a school bus.

- c) have their vehicles under control at all times.
- d) are in satisfactory physical condition to enable them to respond to a specific stimulus such as that provided by the school bus.

But although educators can and do instill safe practices in pupils and bus drivers alike, they can neither control nor foresee the behavior of motorists!

- 3) It is assumed that the school bus is in good operating condition and can be distinguished readily from commercial buses.
- 4) It is assumed that the school bus driver:
 - a) stops his vehicle at a point where good visibility is afforded the motorist who may approach from the front or from the rear.
 - b) uses his warning lights or other devices in sufficient time to warn approaching motorists of an impending stop thereby alleviating the possibilities of a collision or an emergency-type stop.
 - c) can see to the front and to the rear well enough to determine that all approaching traffic has stopped or will stop before opening the door to discharge pupils.
 - d) knows how many of the pupils discharged at each stop are to cross the road or highway.
 - e) knows whether all of those pupils who are supposed to cross the road or highway have done so.
 - f) can stop the pupils about to cross in time if an emergency situation suddenly develops.

But only one of these assumptions need go wrong for a pupil to be injured or killed!

Not even a majority of these factors can be guaranteed by a school bus administrator. Moreover, the future pedestrian injury and death rates of pupils instructed to cross in front of the school bus is *not known*. Should they be higher than pupils *not* so instructed, it would seem that the practice is not warranted.

The writer recommends, therefore, that these questions be thoroughly examined before pupils are committed to a practice which later may endanger their lives or which is no more successful than other practices in the first place.

Earl D. Heath, Instructor
Center for Safety Education
NEW YORK UNIVERSITY

"The Devil was having wife trouble"



"HERE I AM, twenty-four years old and what have I done?" he had once written. But he was 53, and his face, like his indomitable

will, had become seared and toughened by years of Arctic struggle before he reached his ultimate goal.

On December 15, 1909, Robert E. Peary, standing where no man had set foot before, planted the American flag on the North Pole.

His return to his base was so uneventful one of his Eskimos said the Devil must have been asleep or having trouble with his wife.

Actually, good luck of this sort was a rarity to Peary. He had failed six times before to reach the Pole, but he never gave up. He lived all his life by his motto: *I shall find a way or make one.*

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